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ABSTRACT

The project group, "Preparedness for Peace," at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of war and peace. As part of this work, experts with special interests and competence in areas related to peace education are interviewed. This interview explores the views of Henk B. Gerritsma and Daan Verbaan, both of whom work at the Polemological Institute, University of Groningen, the Netherlands. Interview questions concern such issues as the definition of peace education, ways in which schools can contribute, how students can become more aware of, and more prepared for, problems of peace, and what can be done to provide better teacher training in the area of peace education. (DB)

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RESEARCH AND DEVELOPMENT RELATED TO PEACE EDUCATION IN THE NETHERLANDS

Views from the Polemological Institute, University of Groningen

Henk B. Gerritsma
Daan Verbaan
and
The Project "Preparedness for Peace"

The project group "Preparedness for Peace" at the Malmö School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, experts with special interest and competence in areas related to peace education are interviewed.

This publication explores the views of Henk B. Gerritsma and Daan Verbaan, both working at the Polemological Institute, University of Groningen, the Netherlands. Henk B. Gerritsma has worked on research and development related to peace education for many years (being now Head of the section Peace Education/Education on Global Conflicts and Problems); Daan Verbaan is his younger assistant researcher. Both can be reached at this address: Polemological Institute, Oude Kijk in 't Jatstraat 5, 9712 EA Groningen, The Netherlands.

PEACE EDUCATION IN SCHOOL: EXPLORING THE VIEWS OF HENK B. GERRITSMA AND DAAN VERBAAN, THE POLEMOLOGICAL INSTITUTE, UNIVERSITY OF GRONINGEN, THE NETHERLANDS

1.

ÅB: As an introduction, could you say a few words about yourself and your interest in the field of "peace education"?

HG: I was born in 1937. From 1954 to 1962 I studied geography and history at the University of Groningen. Next I was a teacher (1962 to 1975) at a secondary school, age level 12-18, where I taught geography. Since 1974 I have been a staff member of the Institute for Peace Research (the Polemological Institute) at the University of Groningen. I belong to the section Peace Education/Education on Global Conflicts and Problems; at present I am Head of this section.

My interest in this field dates from the end of the sixties. It was influenced by the foundation of the Dutch Interchurch Peace Council (IKV) in 1967, through which public interest in the East-West conflict, in the problem of the nuclear arms race, and in the problem of underdevelopment increased strongly. Another influence was the Vietnam movement from the same period. I participated in both movements from the beginning. As a consequence, I paid attention to those conflicts and problems in my lessons.

In the same period I became involved in a peace education project at the Polemological Institute. In 1974 I was appointed a co-worker in that project, and in 1975 a staff member for peace education at the Institute. In the same year I was appointed a member of the board of the Interchurch Peace Council, with the special assignment of promoting information on problems of war and peace (both to the general public and within secondary education).

DV: I was born in 1963 in Amsterdam. In 1982 I started studying history at the University of Groningen. From the beginning of the eighties I have been

engaged in the peace movement, especially the Interchurch Peace Council. These were the times of an intensive debate in the Netherlands around the deployment of cruise missiles. In my studies I took some courses on peace-and-war questions: first a course on the images of peace and war in European countries from the 16th till the 20th century; later on two courses on peace research and peace education.

In 1986 I started my work at the Polemological Institute as an assistant researcher to Mr Henk Gerritsma, one of the staff members here. In 1988 I refused military service and so I continued my job at the institute.

ÅB: Could you tell me a little about this institute and especially its section for peace education?

HG: The Polemological Institute was founded in 1962 and was the first of its kind in the Netherlands: a peace research institute with a multi-disciplinary approach. Peace education has been a special field of attention in the program of the Institute since the end of the sixties. Since the beginning of the seventies, the Polemological Institute has had a Department for Peace Education with the general objective of promoting peace education, especially at the secondary level (age 12-18). Since 1974, usually about six persons have been involved in these activities, including two regular staff members.

The Peace Education Department tries to realize its objective by means of (a) research, (b) development of teaching materials, (c) curriculum development, and (d) various efforts to implement peace-related instruction in regular education.

With regard to research, we distinguish between development research and general research. Looking back upon the twenty years, the emphasis has been on development research. However, since the mid-eighties the emphasis has been shifting to general research. Most of the work is carried out in the form of comprehensive, several-year projects.

ÅB: Could you describe briefly one of these projects as an example of the type of work carried out?

HG: From 1977 to 1987 we carried out a project aimed at the introduction and adoption of global education in schools, in cooperation with the Centre for Peace Research at the University of Nijmegen. Using a Dutch abbreviation, we called it the INVRO project.

The emphasis was on how to promote the adoption of global education in secondary education - by the educational authorities and in the existing school subjects. The work included the development of teaching materials as well as

the development of concepts and approaches attuned to and useful for secondary education. Different forms of teacher training and teacher support were also part of our activities. Our institute published seven case studies (including teacher manuals), three handbooks and several other reports from this project. (For example, you could find more information in a report I published with C.H.M. Barthelds for Unesco in 1984: "Peace Education in the Netherlands: Report on a project".)

ÅB: Daan, could you give some examples of the particular work you have been involved in here?

DV: In 1988 I travelled through West Germany and Great Britain to make an inventory of different views of peace education in those countries. - In 1989 I started working on a special project on how to include peace-related themes in different school subjects. - In 1990 I got involved in the Institute's cooperation project with the Pedagogical Institute in Murmansk (USSR), dealing with East-West and especially Soviet-Dutch relations.

As a historian, my opinion is that you have to know the past, for otherwise you cannot act in a responsible way. My interest is in the background of present developments in our society. Peace and war is one problem area that we have to be able to handle; otherwise we will not survive in the end.

2.

ÅB: What do you think of first when you hear the words "peace education"?

DV: In general, peace education is education about international problems which form a threat to our world. In the tradition of the peace-education department in Groningen we work in three main problem areas: the underdevelopment of the Third World, the pollution of our environment, and war and conflicts between and within states.

In a more narrow definition, peace education is focused on the problem of peace and war between and within states. Peace education wants to make a clear analysis of those conflicts and it tries to stress the possibilities of a peaceful solution of conflicts. Therefore it stresses peace initiatives and tries to put the problems in as hopeful a perspective as possible.

In both definitions, peace education is political education in the sense that it tries to teach children how to handle such problems; that is, how to form their opinions about these problems and how to work on a solution.

HG: I conceive peace education in the first place as peace learning and peace studies: as education in global conflicts and problems, aimed at awareness and

knowledge of and insight into these conflicts and problems, and the need for and possibility of political change. Peace education is conceived especially as problem-oriented political education, with the emphasis on transferring knowledge of and insight into the backgrounds, causes and characters of the global conflicts and problems which threaten peace, as well as on possibilities and proposals for peaceful conflict regulation and resolution, and for limiting and solving problems. As a consequence, the emphasis should be on the development of teaching materials and curricula, based on theories, knowledge and insights from conflict and peace research and related scientific disciplines. In the Netherlands we call this approach "direct" or "explicit" peace education.

There is another approach which we call "indirect" or "implicit" peace education. It is characteristic for that approach that peace education is conceived especially as teaching values related to peace. The difference from the first approach is that implicit peace education has a more general and less political character. The emphasis is on moral education, with peace as a central value. Education should promote peace in thought, attitudes and conduct. As a consequence, peace education is conceived as education for peace, through a pedagogical/educational 'climate' which is determined by peace as a central value. The criticism of this approach was, and is, that peace is used too exclusively as a pedagogical concept, and not at all, or too little, as a political concept; and that, thereby, peace education remains too general, not enough concerned with the concrete geo-political conflicts and problems.

Both approaches are necessary and essential. But, in my opinion, peace education should primarily be explicit peace learning (and, on a higher level, peace studies). Otherwise, there is the risk of restricting it to a general, especially pedagogical/educational concept/principle.

3.

ÅB: If you think back on your own school days, were there some aspects in your schooling that might be considered an attempt at "peace education"?

HG: My own schooldays (primary and secondary level) were dominated by the end of World War II and the period of the origin of the East-West conflict and the rise of the Cold War. When I think back, there was not anything which I would specifically call peace education. On the contrary, because I grew up in a sphere of admiration for military power, by which we were liberated from German domination, and which, at the end of the forties, was

seen as necessary to prevent a new domination (the Soviet/communist threat). I grew up in a time in which peace through strength, a strong military power, was a matter of course, and in which the Cold War/nuclear deterrence policy was not yet questioned.

If I look for some form of peace education, I can only refer to my religious education, in which biblical standards and values were strongly emphasized. I would call it a moral-ethical education. But it was not connected with political reality in the sense that foreign policy was discussed. My church supported and justified that policy completely, and so did I. There was a dilemma, but the choice was clear and explicit in spite of moral-ethical questions. But the sensitivity to standards and values from this moral education may have indirectly influenced my involvement in the peace movement since the sixties (in the broad sense) and, as a consequence, my changed political orientation.

DV: In my secondary-school days, there were several teachers who laid stress on the possibilities of participation in the political process. Especially my history teacher and geography teachers paid attention to the problems of war, peace and the underdevelopment of the Third World.

4.

ÅB: Do you believe that schools in your country, as you know them today, contribute to a "peace education"?

DV: This varies with the sort of school and the motivation of individual teachers to pay attention to these problems. I think that today there are many teachers in the Netherlands who do pay attention to the problems of peace, war, underdevelopment of the Third World and the environmental pollution. In most of the school subjects, teachers have the possibility to pay attention to these world problems. Some themes of the problem of underdevelopment of the Third World have been integrated into the school curricula. There is government support for education about problems of (under)development of the Third World. Today there is specific interest in the schools in environmental problems. From the governmental side there is also much support for integrating these environmental themes into the school subjects. Less attention is paid to armament/disarmament questions in relation to the East-West conflict. There is still interest in these questions in relation to other conflicts in the world (the Gulf War, for example). You could say, regarding education about the problem of war and peace, that there is a constant mainstream of teachers who pay attention to these problems.

For example, I work with two secondary-school teachers of economics who have dealt with the problems of economic conversion for several years. Each year they give a course of ten lessons to pupils in the higher classes of secondary school. This project started as an introductory course on the connection between the economy and armament. Later on the project developed into an established examination course for the sixth form pupils. After another year of international political changes, the result is a new course about the problems and perspectives of conversion from military production to civil production in our society.

A second example is a teacher packet on chemical weapons. A secondary-school chemistry teacher in Groningen has been working on this subject since the end of the seventies. The problem of chemical weapons is quite an unusual subject in regular school chemistry. In a teacher packet called: "Chemical weapons, how long will we accept them?", the author tries to make it clear that chemistry teachers have the responsibility to inform pupils about the history and the chemical aspects of those weapons.

HG: I am convinced that schools in the Netherlands contribute to indirect/implicit as well to direct/explicit peace education. When I say this, I know that it is too absolute and optimistic. It is more correct to say that I am convinced that schools have good opportunities to contribute to some form of peace education, and that many schools do so.

This conviction is based on developments during the last twenty years. The circumstances for peace education have become more favourable since the end of the sixties. *One reason* is the changing political climate; due to the influence of the media and the activity of several institutions, groups and movements (especially the peace movement IKV), there is increasing public attention to and interest in international political conflicts and problems, and in foreign policy. That is true also for teachers and pupils/students. This has been expressed in an increasing demand from teachers and schools for information, teaching materials and teacher training concerning those conflicts and problems. In connection with this, another development has been important: a continuous process of educational reform, and the introduction of social science as a new school subject.

Another major reason is that peace education has been stimulated by the development of teaching materials and curricula concerning international conflicts and problems. During the seventies, the impulses came especially from peace research institutes, from other institutes/institutions/foundations

aimed at promoting peace, and from the peace movement. Since the end of the seventies, the impulses have also increasingly come from inside schools, from teachers' organizations, and from textbook publishers. In connection with the development of teaching materials and curricula, teacher training has been stimulated. This may be discerned in programs and courses from institutes for teacher training (for different age levels).

As a result of these developments, schools have the opportunity to pay explicit and systematic attention to peace education conceived as education on political conflicts and problems which threaten peace. Since the mid-eighties, development education and environmental education have been recognized as subjects to be included in Dutch education. With government support, the development of teaching materials and curricula has been, and is, stimulated, as is teacher training. This recognition has not included peace education conceived as education on the problems of war, armament and negative peace, however. The Dutch government is still cautious about that issue. This means that there is currently hardly any governmental support in this area, and that there are no initiatives for coordinating the development of teaching materials and curricula. To a large extent this remains dependent on private initiatives.

Schools have the opportunity to contribute to peace education, and many schools have done so and are still doing it. On the one hand, many schools have participated intensively in different development projects ever since the beginning of the seventies, and have used the teaching materials of these projects. On the other hand, many teachers and schools use, or are willing to use, the teaching materials which have been developed.

There are, however, various restrictions. One restriction is the problem of time-tabling, because there are many 'new' subjects/fields of attention, but no or little 'room' for addressing issues systematically. Another restriction is that teaching materials must link up with the programs of existing subjects/disciplines, because many teachers argue that, because of problems of time-tabling, peace education issues should be tackled through the traditional disciplines. One problem is that the peace education teaching materials are still insufficiently attuned to the different disciplines, because the emphasis is on political conflicts and problems (peace education as problem-oriented education). As a consequence, publications are now being prepared which deal with the possibilities of various school subjects/disciplines for peace education themes. A third restriction is that the interest in political conflicts and problems as part of peace education is strongly conditioned by current

political events and developments. It is very difficult to meet the request for up-to-date teaching material in such instances. We have tried to solve this problem through a magazine for teachers, published every three months. After three years we were forced, however, to terminate that project.

5.

ÅB: Do you think it is at all possible for schools to contribute to a "peace education"? If so, what are some of the steps and measures to be taken that you think of first?

DV: Schools can contribute to peace education in different ways. First you have to find teachers who are willing to teach their pupils about international problems. Several teachers can develop a project together. The development of education materials can be helpful to teachers who want to set up a project in their school. Another possibility to assist teachers is to organize specific teacher-training courses around these subjects.

One strategy outside school is trying to influence methods and curricula on the level of educational planning. Therefore, it can be useful to take part in curricula-development commissions, trying to put subjects related to international problems into the school curricula.

HG: I think, as appears from my previous answer, that it is possible for schools to contribute to peace education. In the same answer I referred indirectly to some conditions. Those conditions are: a) Availability of teaching materials, which have been developed in cooperation with teachers/schools, and which are attuned to distinct age groups, existing subjects and curricula, and to the time-table. b) Availability of teachers' manuals, with instructions about the use of those materials. c) Availability of a curriculum, based on experiences gained in school practice. d) Supply of courses for teacher training and of other possibilities to support teachers with regard to political conflicts and problems. e) Recognition of, or at least consent to, peace education projects from educational authorities.

6.

ÅB: What would be some of the possible differences in peace education approaches among younger and older students in schools?

DV: In my opinion, peace education differs for older and younger students as to the level of handling the problems. You can't expect the same degree of abstraction from younger pupils in relation to these problems. Therefore, I

make the distinction between micro-level and macro-level approaches.

At the primary-school level, pupils should learn how to manage conflicts in their own environment. In this period of their life they should learn such values as solidarity, honesty etc. At the secondary-school level, pupils should learn more about international problems and the possibilities to solve them.

HG: With regard to possible differences in approaches to peace education among younger and older pupils, I want to say first that, compared with the existing school subjects, peace education does not have an exceptional position. We have to deal with the same differences which apply to those school subjects, in the sense that the build-up of the curricula is qualified by and attuned to the age level. The same pedagogic and didactic 'rules' are valid. As a consequence, the same general build-up applies: from a first introduction to international conflicts and problems to a more thorough analysis.

For peace education, however, there has been a tendency to make an exception, in the sense that education on those conflicts and problems has been considered unsuitable for younger pupils because of the danger of 'doomsday thinking' and feelings of helplessness; and because it should be unwarranted to confront children with threatening political questions. Of course, this anxiety is not wrong. But on the other hand, we have to deal with the actual situation that children hear and read the news. In our country there is a special TV news-reel for them, and newspapers have youth-oriented sections. This means that children are confronted daily with what's going on in the world, and that they have questions and pose them. In my opinion, this cannot be neglected in education. And my experience with teaching materials for younger pupils (not only on secondary level), convinces me that it *is* possible to deal with such questions. It is clear that the age level should be considered, but that is a pedagogic-didactic problem which can be solved.

It is necessary to make some additional remarks with regard to the answer that peace education is no exception in comparison with existing school subjects. This answer is too easy, because the situation of peace education is of a different kind. Peace education is, for instance, not a specific subject. This *either* means that peace education maintains the character of being complementary to the existing school program, but apart from the traditional subjects; the situation that schools pay occasional attention to peace education in a joint project. *Or* it means that peace education should be integrated in the existing subjects. If that's the position, it is of importance that the contents and programs of these subjects are broadened on the basis of the content and

objectives of peace education. One precondition is the availability of an elaborated concept of peace education and a longitudinal curriculum. Another condition is that this program is clearly attuned to the existing subjects. The Peace Education section of the Polemological Institute has pursued this kind of integration. This strategy has met with response and is expressed in the process of curriculum development and in changing the contents of textbooks.

7.
ÅB: If you were an upper-secondary school teacher in a subject with which you are particularly familiar, how would you like to make the students more conscious of and more prepared for problems of peace, within that subject?
DV: As a history teacher I would try to give the pupils a better understanding of the causes of war. I want to stress that war is always based on human decisions and not an accident that cannot be prevented. In that case you could also say that there were always people in history who made proposals for a peaceful resolution of conflicts. History should make pupils aware of different opinions, also in the past, with regard to the solutions of conflicts.
HG: When I was a school teacher (of geography), I made use of the possibilities of dealing with political conflicts and problems. The geography curriculum offered plenty of opportunities for that, especially with regard to the issue of underdevelopment and development and, in this connection, the question of direct and structural violence. I paid attention to those issues, both generally and more specifically, that is illustrated them with cases - at that time wars connected with the process of decolonization, for instance in Angola and the Sudan; the Middle East conflict; expressions of violence in Latin America; and the Vietnam war.

If I were a secondary-level teacher now, I would use the teaching materials which have been developed at the Polemological Institute. As a geography teacher I would use especially the materials which deal with the North-South issue. With regard to the question of how I would try to make pupils more conscious of and prepared for this issue, I refer briefly to the ideas which underlie those materials. When developing the materials, we used a number of key concepts, formulated in the following questions: a) Which are the parties in the conflict/problem? b) What are their interests? c) What is their power, and to what extent are they using it? d) What are the roots of the conflict/problem? e) What is our/the Dutch involvement? f) Which values/human rights are at issue? These concepts/questions were elaborated in a model

of a case study, which can be rendered schematically as follows. 1) Introduction; 2) Description of the conflict/problem, including (historical) backgrounds, parties and their claims, and the Dutch involvement; 3) Parties directly involved; 4) Analysis of the conflict/problem and interpretations; 5) Possible solutions; 6) Dutch involvement - opinions, forms of involve politics.

We also had a model for the learning proces: a didactic method, elaborated in a teachers' manual. The stages of this model were: 1) Introduction/motivation; 2) Exploration/analysis; 3) Learning to opt for solutions; 4) Presentation; 5) Evaluation.

The models were not prescribed as compelling and obligatory, but conceived as guidelines for both the authors and the users of the materials. They are useful instruments for achieving perspective.

8.

ÅB: In international debates, the terms "disarmament education" and "peace education" have been used, in addition to some other related terms ("global education", "education for international understanding" etc.). Do you have any comments and preferences as to this terminology?

DV: I prefer the term *education for international understanding*, and then I include all the problems of interstate and innerstate conflicts, the problems of underdevelopment of the Third World, and the problem of environmental pollution. Education for international understanding should work for better cooperation in order to solve these problems.

The term *disarmament education* focuses too much on the problems of armament and disarmament. This is only one of the international problems.

Peace education is a term which causes many misunderstandings. You have to make your definition of peace clear, before you start working with it. The word peace has been misused in many different ways.

HG: In my experience and opinion as well, peace education is a confusing term. In our Institute we try to avoid this term. Instead we have used the term "global education", and currently we are speaking of "education (conceived as learning) on international conflicts and problems" - subdivided into questions of war, armament and peace, of underdevelopment and development, and of environmental pollution and protection.

I do believe in a possibility to contribute, by means of education (especially conceived as learning), to more knowledge and insight, and to the awareness that, with regard to threatening conflicts and problems, different positions and

choices are possible - that values play a prominent part when one has to decide on a position and an attitude. In that sense, awareness of values represented in the UN Charter and Declarations is essential; those values should be emphasized in education.

From our viewpoint and conception, education should contribute to 'international understanding and cooperation' and, as a consequence, to an 'international or global orientation'. As for the term 'disarmament education', I am very doubtful. Instead we use the term education (learning) on the problems of armament, arms control and disarmament as a part of education (learning) on questions of war and peace.

9.

ÅB: In many countries, questions related to disarmament and peace are highly controversial. Would you anticipate any difficulties, for example with parents or other members of the community, when introducing peace education in schools? If so, what kind of difficulties? Do you see any way out of such problems?

DV: I don't believe that you should introduce peace education in school as a subject. It is more important to implement different themes of the peace and war problems in different school subjects. For example, the problem of chemical weapons can be well attuned to school chemistry.

You could say that debating peace and war problems has always been a controversial issue. Therefore you have to prepare your lessons well before you start a project about these problems. First you have to be sure that your information is clear and that there is room for different opinions. Sometimes parents are very anxious about indoctrination. Accusations of indoctrination have to be taken seriously, that is, teachers have to be open to discussions.

HG: Education on political conflicts and problems is controversial in different ways. First of all until the mid-eighties, peace education was confronted with mistrust of its objectives; especially with regard to themes like security policy. This was inspired by the fear of partiality, one-sided information and hidden objectives. It had to do with fixed political opinions, and it was also related to the predominant view that education should be neutral. We have responded to this problem in several ways: a) By explaining very clearly our concept as well as our objectives of peace education. b) By elaborating the teaching materials in cooperation with teachers/schools; those materials were first reviewed by the educational authorities and tested in a number of schools, and

only then were they published and distributed. c) By providing well-balanced and comprehensive information, and by presenting different opinions and interpretations. d) By creating conditions, by means of a didactic method, for an open process of opinion formation, with the emphasis on the pupils' own reasoned choices. We did not say that peace education is neutral, because it is biased, like the teaching of all social subjects.

Other criticism is related to the fear that pupils will feel helpless and pessimistic if confronted with threatening political conflicts and problems. The question is raised whether it is pedagogically justifiable to deal with these conflicts and problems in the classroom. We have taken these apprehensions into account by emphasizing (a) clarifying analysis, and not terrifying information, (b) the possibilities of and proposals for peaceful control, conflict resolution and reduction, and the attempts made to realize these.

Another difficulty in this connection has been the limited interest and involvement of adolescents in politics. We have taken this into account: a) by attempting to translate these problems into the world of the pupils as much as possible, in close cooperation with teachers. b) by emphasizing a pupil-directed didactic method, which appeals to their personal activity and involvement.

In our work we have been confronted with *two other restrictions*. On the one hand, there is the problem that an adequate handling of political conflicts and problems places high demands upon teachers. Experience has proved that they need substantial didactic training and support, especially because these issues received relatively little attention in teacher training until the late seventies. On the other hand, there is little or no room for peace education as a new subject, and the possibilities of the curricula of the school subjects to deal with questions of political conflicts and problems are limited. Hence, peace education should not be propagated as a new subject, but the objectives should be integrated in the existing curricula and textbooks.

10.

ÅB: What needs to be done in teacher training in order to prepare future teachers more adequately for the area of "peace education"?

DV: Teacher-training courses can be orientated towards subjects such as underdevelopment, peace and war problems and environmental pollution. It is important to stimulate teacher-training institutes to pay more attention to these problems, both in their own education programs and in their in-service

training courses for teachers. Such teacher-training courses could be one of the conditions for a better implementation of specific themes in school.
HG: We have paid much attention to teacher training. Firstly, we have done research into the questions and needs of teachers with regard to education on political conflicts and problems. On the basis of that research, we have developed, in addition to teaching materials, publications with background information for teachers. Besides, we have organized courses for teachers who participated in our projects, as much as possible in cooperation with the existing institutes for teacher training; not only on the contents of peace education, but also on the didactics.

Secondly, we have paid much attention to publishing the experiences which we acquired from our school-directed projects; not only in books, but also in many articles in teachers' magazines. It's worth noting that, among others, we have published a handbook on Peace Education in School Subjects, and that a new handbook on that theme is being prepared.

Thirdly, we have organized regular teachers' conferences on peace education, to discuss and evaluate the projects and teaching materials. As to teacher training, our strategy has been directed to the integration of peace education into the programs of teacher-training institutes; both with regard to the education of students and to refresher courses for teachers.

11.
ÅB: In many schools, the students represent a variety of nationalities and cultural backgrounds. To what extent would it be possible to use this fact as an aid in education for peace? Would you expect some difficulties in doing so?
DV: Cultural diversity in a classroom should be a stimulus for pupils and make them aware of other life styles and cultures. This is important in learning the different values which I mentioned earlier.
HG: It is difficult to answer the question whether and to what extent it would be possible to use the mixed 'population' of the schools - in the sense of a growing variety of nationalities - as a resource in peace education, because we have little experience of that issue. The only thing I can say about that is that in our project on development education in vocational training, we try to make use of this fact. As to the problem of underdevelopment, the situation of a mixed school population can contribute to more 'recognition' and, as a consequence, to more involvement.

12.

ÅB: Sometimes the term "global survival" is used to refer to an area dealing both with the risks of nuclear war and with the risks of far-reaching environmental damage through pollution and overuse of resources. How do you look upon dealing with these two categories of risks together in school? Do you have any suggestions as to how the teacher could approach the problem area of environmental damage?

DV: In the classroom you have to educate pupils in a responsible way, which means that international problems should not make pupils afraid. It is important that you give pupils a sort of future vision, including questions like: What could be done to solve the problems, and how can pupils contribute to that?

HG: When the Polemological Institute took the initiative, at the beginning of the seventies, to develop a peace education program for secondary education, the emphasis was on the East-West conflict and the problem of nuclear armament as well as on the adversary relations between North and South and associated problems. During the second phase, i.e. since the end of the seventies, the interrelation between these issues has been emphasized. This was expressed in our development of case studies, for instance in a study on the theme Hunger for Weapons. In addition, it was expressed in the introduction of the term *global education*. During that period the scope of the project was expanded to include the problem of environmental pollution, which resulted in the development of teaching materials and a curriculum on that issue. The term *global education* has been chosen to express both the broad scope and the interrelation of peace-related questions.

This interrelation has not only been the point of departure of our projects, but also of the official, government-sponsored projects on curriculum development. Environmental education has been promoted officially by the Dutch government since the mid-eighties. Our Institute is one of the participants in that project owing to our experience of problem-oriented education and, in that context, of the issue of environmental pollution. As a consequence, our concept of and approach to education on threatening international conflicts and problems have influenced the approach to environmental education in this country.

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